##### Reporting

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Reporting deadlines are tentative and will be announced as the year progresses. Please write your reports using WORD and transfer the data to the Report program when necessary. See below for some basic reporting support/advice. This has been taken directly from: <http://www.curriculumsupport.education.nsw.gov.au/timetoteach/report/p_leaders/comments.htm>

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| Report comments: Writing Comments |
| |  | | --- | | The new student report is designed to be a plain English report that all parents can understand easily, and that describes what students have achieved against NSW BoS syllabus standards and where they need further development.  **Evidence Based**  Reports of judgements made about student achievement must be based on quality evidence of what each student has actually achieved against syllabus standards. The evidence that leads to the overall judgement of the achievement level provides the detail for the written comments about areas of strength and areas for further development.  **Focus on Key Aspects** It is not possible to include comments on all aspects of the learning program in every report, so it is important to identify those aspects of achievement that are the most important. Evaluate the range of aspects of the student’s achievement and improvements required in order to select the most important matters for the report. Avoid filling the report with less important details and attempting to report too comprehensively about achievements and needs.  Ensure the content of each section relates exclusively to that section and not to matters that would best be reported in a different section. The content of the report comment should make links between the areas of achievement specific to that KLA, student strengths and areas for further development.  **Comment Structure** The comment will identify areas of strength and areas for further development in each key learning area/subject. The comment in this section should focus specifically on achievement against syllabus standards. It is important to avoid comments that only relate to a student’s task completion or other issues unrelated to achievement. Information included in the areas for further development should provide a clear picture of necessary next steps for the student. This advice should be manageable and realistic. It is not helpful to write long lists of areas for further development. Prioritise and select those areas that are most needed to assist further progression.  **General Comment** Report comments should be written in a positive tone. There is always something positive to say about a student. Too many negatives may be counter-productive and cause the student to “turn off” from his/her learning. Use the information from the Other School Activities, Commitment to Learning, and Social Development grids to elaborate on and construct the general comment. | |

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| Report comments: Useful Tips |
| |  |  |  | | --- | --- | --- | | **Use plain language**  It is important for teachers to use jargon-free language when writing reports for parents. The words selected should be easily understood by the school community, rather than professional terminology.  Example using plain language:   |  | | --- | | Leigh demonstrates attentive listening skills within the classroom. She listens while others present news and asks relevant questions. Leigh is developing a growing understanding of reading skills and strategies. She participates in the shared and guided reading of a variety of different books. Leigh uses her knowledge of grammar and sounds to assist her reading. She can write simple stories using full stops and capital letters. Next year she will begin to write longer descriptions of people, places and animals. Leigh can draw a set of pictures to show a sequence for a procedure. Leigh needs to further develop her handwriting skills, especially the formation of letters. |   Example using professional terminology:   |  | | --- | | Leigh demonstrates attentive listening skills within the classroom. She listens while others present news and asks relevant questions. Leigh is developing a growing understanding of reading skills and strategies. She participates in the shared and guided reading of visual and written texts. Leigh uses her knowledge of grammatical structure and phonological awareness to assist her reading. She can write simple stories using full stops and capital letters. Next year she will begin to write longer descriptions of people, places and animals. Leigh can create a sequence of visual images to illustrate a procedure. Leigh needs to further develop her handwriting skills, especially the formation of letters. |   **Style Guide** Reports are official school documents, bearing the school’s logo and written for the parents. As such, they must be of the highest quality, recognisable and readable by the school’s community.  Self editing is an important part of the reporting process. During self editing procedures, reports should be read aloud, which makes it easier to check on spelling, grammar and punctuation. Schools wishing to develop their own style rules could consider the following:   * **Spelling**    + - **commonly misspelt words include**:     - practice (noun) and practise (verb)  e.g.  Michael needs to ***practise*** his handwriting.         Elizabeth needs ***practice*** with number combinations to 20. effect (noun) and  affect (verb) commitment; definitely; initiate,  initiative; trial, trialling, trialled; target, targeting, targeted; focus, focusing, focused. * **Grammar**   + - **subject/verb agreement:**     - This occurs when the writer selects the correct verb for the noun or noun group to which it is referring. e.g. Reading and writing ***are*** important (as opposed to Reading and writing ***is*** important).                                     e.g. He ***writes*** stories. They ***write*** stories.                              -     **noun/pronoun reference** There is no hard and fast rule for how many times you should use a pronoun before you repeat the child’s name. It is recommended that you use a pronoun no more than three times before using the child’s name again. Eg. **Jai** can count to 70 and order, read and write numbers up to 30. **He** needs to continue working on his addition facts. **He** still requires practice in solving number problems. **Jai** can make halves but still needs help when working with quarters.  -     **tense:**  Ensure that the **same tense** has been used throughout the comments for each KLA.                              -      **redundancies:** Try to avoid redundancies. e.g. a class group        final completion        a number of examples * **Punctuation**   **Use punctuation for pause and effect and to make the statement clear:**   * + - **Capital letters** at the beginning of sentences, proper nouns. ( N.B. Schools should decide whether they want to capitalise the key learning areas. English needs to be, but other KLAs may have lower case e.g. mathematics, creative arts.)     - **Full stops** at the end of sentences;     - **Commas** should be used between clauses that have different subjects and are linked by conjunctions such as but, for, nor.     - e.g. Juan can count to 50 by ones, but needs to practise counting by twos. -     **Hyphens.** Do not hyphenate cooperate, cooperative, coordinate. * **Font style and size:**   + - consistency of font style and size throughout a report is important.  Consider this also for an across school approach. * **Spacing**                           -    word processing does not use double spacing after the full stop.  **Time considerations** When writing report comments, teachers should consider the following:   * The **school timeline** for the development and issuing of reports to parents. * The importance of starting early to avoid last minute pressures/stress. * Liaison with relevant teachers who may need to contribute to the report. * The usefulness of the report comment starters to help save time. * Self-editing to minimise corrections by supervisors. | |